**Appendix G: Internship Field-based Activities Summary Report and Validation**



**Lamar University – M.Ed. in Educational Technology Leadership**

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| Internship Field-based Activities Summary Report and Validation | | | | |
| Directions: This Internship Field-based Activities Summary Report is for your use as a planning worksheet. Post this report to your e-Portfolio wiki/blog/Google site monthly to document completion of your activities.  As you plan your campus- or district-supervised Internship hours, do the following:   * Include at least one campus- or district-supervised activity under each of the 33 ISTE Technology Performance Indicators associated with the eight Technology Facilitation Standards. * Make sure your campus- or district-supervised activities total a minimum of 100 hours as specified in the eight Technology Standards. * Follow the guidelines on page 37 to reflect on each completed activity.   Your site mentor will validate the hours earned at the end of your Internship. All hours must be completed before you enroll in the Internship course, EDLD 5388/5370 \*Please note that course number changes in Fall 2010\*.  Once complete:   * PDF the Validated Summary Report. This report must be signed by your site mentor. * Create a new page on your wiki, titled “ Completed Internship Field-based Activities Summary Report” * Post the completed Internship Field-based Activities Summary Report to your wiki. | | | | |
|  | | Brief Description of the Activity | Date Activity Completed | Internship Hours |
| Standard I. Technology Operations and Concepts | TF- I.A | Star Board Training and Technical Support- provide teacher training with on-going support to assist with proper usage and also provide on-going support for the ACE program. | 05/01/11     District Technology Department | 30 hours |
| Reflection:  We held a Star Board Training on our campus for our teachers. I worked closely with the Director of Performance Management and Instructional Technology to create a technology in-service training that could assist our teachers in learning tools and ongoing collaborative usage for the interactive Star Boards. We divided into small groups and rotated through training modules to assist the teachers in working in the various core curriculum areas. We found that many times core teachers will cross over into different curriculum areas while teaching their objectives so it was an advantage for teachers to be able to learn many various tools associated with the Star Board and also obtain innovative lesson plan ideas for usage in their classroom. These innovative tools could assist with better engaging students in the classroom environment. As a technology leader, I learned so much from the in-service training. I feel like by planning, setting up, initiating and fulfilling the in-service training, benefits were gained by all. We collaborated, shared ideas, and worked together to create and establish new innovative ideas for technology usage in the classroom setting. From the survey monkey that was conducted at the end of the in-service training session modules, we discovered that the teachers really benefitted from remaining on our campus and being able to work in their own classrooms. They developed innovative lessons that could be used immediately and utilized their time to collaborate with their core team teachers to develop and implement lesson plan ideas that have now been used to assist teachers in engaging students in the classroom. Students learn by doing and the Star Board is an excellent way for students to work together collaboratively to problem solve and utilize higher order thinking skills to discover and uncover subject matter. | | |
| TF – I. B | Technology In-service – Develop training module and train staff on Microsoft Word, Microsoft Excel, Outlook. Also review district policies on Re-Teach, Lesson Cycle, and Blooms Taxonomy. | 11-30-10  Director of Instructional Technology | 20 hours |
| Reflection: We help a district technology in-service to train all staff on Microsoft Word, Microsoft Excel, Microsoft Outlook. We also spent time with all staff to review our district policies on re-teach, re-test, the lesson cycle, and Blooms Taxonomy. We trained all the staff on these training modules. I worked closely with the Director of Performance Management and Instructional Technology to create the training modules and develop a training that could not only benefit our teachers and teacher aides, but also benefit our support staff as well. Our district wanted to create a technology in-service training so that we could educate all staff on our district’s policies and help them to gain an understanding on why our district has certain policies. Our district feels that it takes all of our staff to educate our students and help our community to have an awareness of what we as a whole are trying to accomplish in the education of our students. Every district employee from the school board, the administrators, the teachers, and all support staff needs to have an understanding of the district goals and policies so that we can all be promoters of working toward a positive district image and successful education of our district students. We help this training and enlightened all staff on innovative use of Microsoft Word, Microsoft Excel and Microsoft Outlook. We presented some helpful tools for usage and some helpful tips in Microsoft 2007. Many of our staff found that working with 2007 was new to them and we felt that it would assist all staff in developing a training module that could assist them in some helpful tools and tips for working with Microsoft 2007. We also made sure that all staff had a better understanding of the district policies and procedures when working in re-teach and re-test portions of the lesson cycle. We found that many of the support staff was not as familiar with these areas, so we created some training modules that could refresh the current administrators and teachers, and also introduce these to the support staff. Everyone is a spokes person for the district and it is important for our students to have all staff presenting a positive attitude with a thorough understanding of the district procedures and policies. It takes everyone working together to create a positive climate where our students can grow and learn. | | |
| **Subtotal** | |  |  | 50 hours |

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|  | | Brief Description of the Activity | Date Activity Completed | Internship Hours |
| Standard II. Planning and Designing Learning Environments and Experiences | TF-II.A | Develop Instructional Packet – provide and include easy user instructions and helpful shortcuts for tasks that teachers do frequently. Include Microsoft Office Tips, Tricks, Shortcuts | 11-30-10  Director of Instructional Technology | 21 Hours |
| Reflection: We developed an instructional packet of information that included Microsoft Office tips, tricks, and shortcuts. It included information about tips, tricks, and shortcuts that could be utilized with Microsoft Office 2007 in conjunction with Microsoft Office Word, Microsoft Office Excel, and Microsoft Office Outlook. We utilized this information during our district technology in-service sessions and sent these packets with the participants so that they could benefit from these tips and assist them with easy shortcuts for tasks that staff and teachers do frequently. These shortcuts can be time saving tools for them in their offices and classrooms. We provided and included easy user instructions with careful explanation and easy to use instructions that could be beneficial to them for easy reference when necessary. The staff and teachers seemed to really appreciate having an easy reference guide with these tips, tricks, and shortcuts and also assisted them in having a better understanding of Microsoft 2007. During the in-service training modules, the attendees were able to take notes and utilize them methods during the workshops. Opportunities were given for them to share ideas, work together, and make notes on tools that they often utilize. Everyone seemed to benefit with the sharing time. I discovered that there are many methods for accomplishing tasks and we are always learning. I also learned that by this sharing process, we gain new and innovative methods of utilizing tools in these everyday tasks. | | |
| TF-II.B | Assist Teachers With NEO labs –  Load software and assist teacher with  the set up and utilization of the NEO labs. | 12-1-10  Director Information Services | 36 Hours |
| Reflection: We were able to assist teachers with the training and set up of the NEO mobile labs. The Rennaisance Learning NEO mobile labs were purchased by our district for main usage by our ELA English and Language Arts departments. The district felt that these mobile labs that include the **AlphaSmart Manager** software and **AlphaHub**, could be easily configured and help students in building better writing habits. The labs that our district purchased have the ability for one lab can to manage a set of thirty NEOs units at once. These NEOS benefit the teacher by conserving their time when they send files to their students, retrieve their students’ work and grade their work. I was able to install the Alpha software, and help the teachers personalize their own settings. The labs are controlled by the teacher computer and I was able to set up the mobile lab, assist the teachers with the usage, and set up the receiver so that the NEO units could be controlled by the teacher’s desktop computer. In addition to this mobile lab we the teachers were able to utilize the Accel Test software and the **2Know! Toolbar** which gives the teachers and students additional writing tools. With the usage of the NEO labs the students find that writing is much simpler and easy for them. The students are able to push the on and off button and begin to write when ready. The NEOs assist the teachers with assigning, collecting, editing, and the distribution of their students’ work. The teachers are also able to work with the students that have learning disabilities such as dyslexia and motor skill limitations. This has really assisted in the betterment of our writing scores and also reading scores. We have also seen an improvement in 7th grade students’ writing test standardized test scores. | | |
| TF-II.C | Facilitate an Online Learning Environment - Assist teachers in creating classroom sites for classroom collaboration, feedback, and help teachers with Web 2.0 technologies. | 3-10-12  Campus Administrators and  Teachers | 25 hours |
| Reflection:  There is a great online learning environment available to teachers, but it was a goal to make teachers aware of how our campus could share ideas, share classroom collaboration methods, provide an area for feedback, and assist the teachers with Web 2.0 technologies and tools. Providing an area so that we could share ideas is our shared drive where we can place tools, previous years’ test data, programs, document files, and other helpful items. I help maintain this area by adding requested tools and programs along with updating for teacher usage. We place CScope lesson plan ideas, ExamView, Math and science software, INNOVA test data, document files, tutorial / Saturday school information, and other helpful tools for our campus. The CScope lesson plan form and other teacher utilized forms are also available on this location. This shared area is maintained and updated on a regular basis so that teachers have the needed tools at their finger tips and can be available with the click of a button. The administrators and teachers often request that some additional information be added to the shared drive so that it can be accessed by our campus. This shared drive does require administrator access so that items cannot be easily or accidentally deleted. Teachers either send me a request or email a request and I try to update with this request as quickly as possible for easy accessibility. There are other documents containing helpful ideas, websites, classroom ideas, software installation links, Star Board instructions, and other assistance available on this shared campus drive. | | |
| TF-II.D | Computer Lab Maintenance and Software Updates – Routine maintenance so that lab can be utilized by after school tutorials and ACE Program to assure that resources are available for these learning activities. | 06-01-11 (ongoing)  Campus Administrators, ACE Director | 30 hours |
| Reflection:  The teachers utilize all three computer labs for classroom enrichment activities, after school tutorials, and the ACE program tutorials. I perform routine maintenance so that these three labs can be utilized on an ongoing basis. There is regular computer lab maintenance that needs to be conducted and software installations, downloads, and software updates that need to be maintained. This requires routine installations, trouble shooting, and networking issues that need to be completed. Most routine maintenance and software issues can be done during school hours, but some of these issues need to be completed before school hours and after school hours when computer labs are not in use. There are additional learning activities that require software installation, downloads, and resource installation to ensure that there are resources available for these enrichment programs. I have worked closely with the after school tutorial director and the ACE Program director to ensure that they have resources and programs available for these students’ tutorial and enrichment needs. We utilize such programs as Study Island, Learning.com, and Rosetta Stone to provide learning activities and resources that can assist these students with tutorial and enrichment learning activities to assure that these students are meeting their learning objectives. Our campus after school tutorials and ACE Program are working to contribute to the math, reading, social studies, and science objectives that are required to meet the needs of the new state standardized STARR test. I also provided assistance with the updates, the input of student accounts, and some of the training of these programs. | | |
| TF-II.E | Assist Teachers in Updating Websites–  Assist teachers in updating their websites. Class information and syllabus can be attached to website. | 03-01-12  Campus Administrators, District Web Master,  Teachers | 31 hours |
| Reflection: I worked closely with our Director of Performance Management and Instructional Technology to create an in-service that provided training for updating the teacher websites. This training provided an opportunity for the teachers and staff to update their websites and be involved in training to assist them in developing, enhancing, and updating these websites. It is easy access on each campus and with the teacher website, it is easy for outside individuals to access the teacher information on their school website. This allows for students, other teachers, and parents to access a teacher’s website. The teacher website can contain information about the class’ curriculum and can contain the course syllabus. The website can be utilized by students that miss a class and need to make up assignments or can be accessed by parents to learn more about the courses that their students are enrolled in. This training session allowed teachers to gain a better understanding of how to set up their own personal classroom website, enhance this site, to add additional information to their site, and how to make their site more user friendly for all. These sites can be easily accessed for upgrade and by other individuals to make the communication process and interaction process more reliable. Many tools can be uploaded to the teacher website. The teacher can place assignment information, study tools, helpful website, course information, and enrichment tools that can be utilized by both students and parents to assist in making the classroom materials more accessible by all. | | |
| TF-II.F | Study Island Instruction and Support – Provide training and support for teachers. Provide ongoing support for the development of these online technology resources. | 06-01-11  (ongoing)  Teachers, Campus Administrators | 39 hours |
| Reflection:  Study Island is a program that our campus and many campuses in our district utilize to assist students in math, reading, and science activities. These programs contain problem solving activities, games, and fun engaging activities that assist the students in key areas. The online web based program is based on the Texas Essential Knowledge and Skills and once the students accounts are set up, they may utilize the program to assist them in areas that might need additional attention. I spend time assisting teachers with the set up of student accounts and the addition of new students to the Study Island program. I maintain the administrative duties of assisting teachers with their class set up and add students as needed to the program. We utilize the Study Island program during computer lab enrichment opportunities and also in after school tutorials along with the afternoon ACE Program. I also add teachers to the program as needed so that they can utilize the program with their students for enrichment and tutorial purposes. I also assist with customizing the instruction levels to meet the needs of specific students such as the special education students with special learning needs and also with the ABU students that might need additional time on an objective that they did not master. The Study Island program does allow the students to spend additional time on an objective and enables the teachers to work with specific students on areas of weaknesses to reach grade level proficiency. I have worked with teachers to provide the students with more individualized lessons so that they can work on and spend more time on needed skills and objectives. | | |
| **Subtotal** | |  |  | 182 |

**Appendix G: Internship Field-based Activities Summary Report and Validation**

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|  | | Brief Description of the Activity | Date Activity Completed | Internship Hours |
| Standard III. Teaching Learning, and the Curriculum | TF-III.A | Integrate Technology, Research, and Problem Solving in Curriculum – Provide and install updates for QuickTime and Streaming video to be utilized with laptops and projectors. Provide assistance with Elmos, clickers, and data projectors. | 06-01-11  (ongoing)  Campus Administrators, Teachers |  |
| Reflection: | | |
| TF-III.B | ACE Program – Assist and support ACE program in strategies for integrating technology resources that support the needs of diverse learning environments. Assist with developing student lists for members of ACE program. | 06-01-10  (ongoing)  Campus Administrators, ACE Director |  |
| Reflection: |  |  |
| TF-III.C | KuderNavigator Career Assessment Testing – Train teachers in utilizing Kuder Navigator in assisting students in problem solving and discovering college and career assessment and goals. | 04-01-11  Campus Administrators, Teachers |  |
| Reflection: | | |
| TF-III.D | KuderNavigator Career Assessment Testing For All 8th Graders and as Necessary for ARDs – Facilitate and test all necessary students and small group testing for ARDs. This assessment will assist in class assignments from skills & interest evaluation & aptitudes. | 04-01-11  Camps Administrators, Special Education Dept., Teachers |  |
| Reflection: | | |
| TF-III.E | Upgrade Library & Expansion – Utilize library for research findings and usage of latest technology to support integration throughout the curriculum. This provides students with more computer stations and the transition into addition electronic media. | 12-01-10  Librarian, Campus Administrators |  |
| Reflection: | | |
| **Subtotal** | |  |  |  |

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|  | | Brief Description of the Activity | Date Activity Completed | Internship Hours |
| Standard IV. Assessment and Evaluation | TF-IV.A | Rosetta Stone – Provide ongoing assistance with the Rosetta Stone administration needs and student usage. | 06-01-11  Campus Administrators, ESL Department |  |
| Reflection: | | |
| TF-IV.B | TELPAS Testing– Assist with test administration. Prepare computers and students for online TELPAS testing and assist in test administration for diverse learners. | 04-01-11  Campus Administrators, ESL Department |  |
| Reflection: | | |
| TF-IV.C | Examine and apply the results of a research project that includes evaluating the use of a specific technology.  *Note: This performance indicator will be revised during the Research course.* |  |  |
| Reflection: | | |
| **Subtotal** | |  |  |  |

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|  | | Brief Description of the Activity | Date Activity Completed | Internship Hours |
| Standard V. Productivity and Professional Practice | TF-V.A | INNOVA Support and Training – Provide support and teacher training in use of INNOVA. Provide and install INNOVA on the shared drive for teacher use in analyzing TAKS student test results to create strategies and maximize student learning. | 06-01-11  Campus Administrators, Director Instructional Technology, Teachers |  |
| Reflection: | | |
| TF-V.B | TEAMS Support – Provide and collaborate with teachers in TEAMS grade book processes and procedures. Assist in preparing and printing reports from TEAMS. | 06-01-11  Campus Administrators, Teachers, TEAMS Support |  |
| Reflection: | | |
| TF-V.C | District-Wide Technology In-service – Develop training module and train staff on Microsoft Word, Microsoft Excel, Outlook. | 02-20-12  Director Instructional Technology, Teachers |  |
| Reflection: | | |
| TF-V.D | Create Parent Group Email and Create Departmental Group Email – Create group email to make communication better between parents and staff. Frequent emails can be developed and sent out to specific groups. | 09-01-11  Campus Administrators, Teachers, Department Heads |  |
| Reflection: | | |
| **Subtotal** | |  |  |  |

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|  | | Brief Description of the Activity | Date Activity Completed | Internship Hours |
| Standard VI. Social, Ethical, Legal, and Human Issues | TF-VI.A | Maintain Inventory – Maintain inventory of lease computers and printer supplies. Replenish printer supplies as necessary. | 06-10-11  Ongoing for next year.  Campus Administrators, Director Information Services |  |
| Reflection: | | |
| TF-VI.B | Special Needs Testing TaksM- Assist with testing of students that addresses their special needs. | 05-10-11  Campus Administrators, Special Education Department |  |
| Reflection: | | |
| TF-VI.C | ID Student Identification – Continue to produce student ID / Photo records with use of emerging technology resources of importing student district files. This procedure enforces and ensures a safe environment. Scanning ID assists with administrative functions such as library and cafeteria. | 06-01-11  (ongoing) |  |
| Reflection: | | |
| TF-VI.D | Create Video About CyberBullying, Internet Safety and Netiquette – Design and create a digital video instruction unit for student usage. This unit will teach students about copyrights, Cyber-Bullying, and how to communicate in the digital world. | 05-01-11  Campus Administrators, Teachers |  |
| Reflection: | | |
| TF-VI.E | Computer Distribution and Resources Throughout Campus – Technology distribution to ensure equitable access to technology for all students and teachers. Provide training as needed for these resources. | 05-01-11  Campus Administrators |  |
| Reflection: | | |
| **Subtotal** | |  |  |  |

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|  | | Brief Description of the Activity | Date Activity Completed | Internship Hours |
| Standard VII. Procedures, Policies, Planning, and Budgeting for Technology Environments | TF-VII.A | Campus STaR Chart – Complete campus STaR Chart with Technology current use and future usage goals. | 12-01-10  Director Instructional Technology, Campus Administrators |  |
| Reflection: | | |
| TF-VII.B | STaR Chart Training and Support – Provide professional development for campus staff on STaR Chart. Assist all teachers on completion of the STaR Charts. | 12-01-10  Director Instructional Technology, Teachers |  |
| Reflection: | | |
| TF-VII.C | TCEA Texas Computer Education Association - Attend TCEA Conference to learn innovative methods to promote technology usage on local campus for professional development. | 02-12-11  Director Information Services |  |
| Reflection: | | |
| **Subtotal** | |  |  |  |

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|  | | Brief Description of the Activity | Date Activity Completed | Internship Hours |
| Standard VIII. Leadership and Vision | TF-VIII.A | Create and Develop Diagram/Map of Campus Network  Connections –  Create Diagram / Map of Hub Boxes and classroom network connections to provide easier access for technicians. This will assist in better maintaining Wide area networks (WAN). | 10-11-11  Information Services  Techicians |  |
| Reflection: | | |
| TF-VIII.B | Create a List of Helpful Sites and Resources for Teachers – Provide and develop a list of helpful sites and resources for teachers. This allows teachers to collaborate and to develop an awareness of current trends and usage of educational technology. | 11-15-11  Teachers |  |
| Reflection: | | |
| TF-VIII.C | Support Partnership with Entre’ and Computer Lease Program – Continue support and collaboration with Entre’ in the computer lease program which provides technology integration with in the campus and district-wide. | 8-15-10 |  |
| Reflection: | | |
| TF-VIII.D | Maintain Campus Data Scanners – Data Scanners provide an evaluation instrument to be utilized by teachers to provide them with student test data analysis. This data drives them to be able to use technology to analyze and evaluate which skills to re-teach. | 11-15-11  District Technology |  |
| Reflection: | | |
| TF-VIII.E | Install Printers and Maintain Updates for Eduphoria – Eduphoria in combination with the Brother Scanners, allow teachers to print the scanning documents and help to create the data analysis for the data driven process to analyze and evaluate students test data. Also connect teacher computers to network copier for assistance in printing documents for CScope. | 11-15-11  District Technology |  |
| Reflection: | | |
| **Subtotal** | |  |  |  |
| **TOTAL** | |  |  |  |

Site Mentor:

Name: \_\_\_\_\_Randall Maxwell Title: \_Principal\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(*Please Print)*

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Appendix G: Internship Field-based Activities Summary Report and Validation**



**Lamar University – M.Ed. in Educational Technology Leadership**

## Field-based Activities Summary Report and Validation: Reflection Guidelines

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**Instructions:** You are required to reflect on each of your field-based activities by completing a reflection that should contain a minimum of 250 words. These reflections will be used to assist you in completing Week 5 of your EDLD 5388/5370 Internship comprehensive exam/final report. Students should use the guidelines below to reflect on each of their field-based activities citing textbook references as well as three additional references when writing each reflection.

Reflections allow you to analyze on the knowledge you gained from the Internship activity and the associated Standard/Indicator associated with the activity as well as how the activity helped you master the Standard/Indicator. The act of reflection is influenced by constructivist theory. In essence, it is a way of thinking that allows you to make adjustments to your beliefs or concepts, to learn from your or other’s mistakes, to recognize progress you think you have made, and/or to identify needed changes in attitude, disposition, decision-making, actions, or behaviors.

Reflection at a critical level means writing text that reveals your opinion of the reading or experience, why you hold that opinion, how the experience/assignment/reading could be improved, how you see the reading or experience as consistent or inconsistent with what you have learned so far, implications for the future, etc. Reflection should include more content than just a recitation of facts and you should document your writing with a minimum of three references.

**Self –Assessment**

1. Critically reflect (see note above; not just recitation of facts) upon the knowledge you gained from the activity.

2. Critically reflect upon the relationship between any new information you gained from the activity with old information you previously held to be true.

3. How did the relationship between the old and new information you learned affect your personal experience with the activity?

**Learn as a Learner**

1. Critically reflect (see note above; not just recitation of facts) upon your approach and strategies used in completing the activity.

2. Critically reflect upon how you learn as a learner and how you assess your own performance in completing the activity.

3. How did your learning and interaction with colleagues (such as discussion forum, web conferences, wiki and blog participation, etc.) affect the results of your performance?

**Lifelong Learning Skills**

1. Critically reflect (see note above; not just recitation of facts) upon what you gained about learning and how you learn that will impact your future learning.

2. How will your past interactions and collaborations with colleagues impact your future learning experiences?

3. As a lifelong learner, what questions or issues challenge you and are worthy of future research or investigation?

**Additional Criteria**

1. Field-based Activities Summary Report posted monthly to e-Portfolio wiki/blog/Google site

2. Mechanics

3. APA Format

4.Minimum of 3 References

|  |  |
| --- | --- |
| Wiki Name | Wiki URL |
| Wikitrendz | <https://wikitrendz.wikispaces.com/EDLD+5398++Internship+in+Administration> |

**Reflection**

“Expertise comes from the combination of action and reflection” (Martin et al., 2005, p. 104). “Expertise is gained as one learns to adjust the performance based on the factors and one’s experiences with them. Learning from one’s prior actions (and mistakes) is basic to the development of expertise” (Martin et al., 2005, p. 104). After having an opportunity to take the NETS-A Self Assessment, I can now create a list of strengths and areas needing further study and practice of the National Educational Technology Standards for Administrators.

As described in our text, School Leader Internship Developing, Monitoring and Evaluating Your Leadership Experience, twelve major skills are provided which help guide us for excellent leadership development.

During our EDLD 5306 Course, Teaching with Technology we prepared our Internship Plan template. After careful evaluation, I have made eight necessary changes and alterations to my original plan to help serve as guidelines for development of my leadership and administrative skills. These items will help to build my field based experience and activities in meeting the eight ISTE Technology Facilitator Standards.

During the Lamar Educational Technology Leadership Program, I have completed all of the technology leadership activities that were outlined in my original internship plan. My site supervisor reviewed these activities in November, 2010 and we looked forward to my completion of these activities. This would allow me to have a better understanding of the technology operations and concepts associated with the performance indicators and the ISTE technology facilitation standards. When reflecting on these field-based experiences and activities, I have to say that I gained the most leadership experience when developing a professional development in-service for our campus teachers to train them and help them better utilize the Star Boards in their classrooms. This allowed for the planning, modeling, collaborating, problem solving, guiding, and facilitating to make the Star Boards a curriculum assistance tool that our teachers could easily adapt to. During the training they had the opportunity to cross over into various areas of the curriculum working with tools that could assist them in their classroom instruction. I probably learned much more about myself as a leader than the teachers during this professional development preparation and training. We allowed the teachers to complete a survey monkey evaluation at the end of the professional development training. This gave me an opportunity to reflect on the training day and by utilizing the teachers’ comments, I could take advantage of this input to also reflect using their suggestions to create a more advantageous training for the next professional development session. It is necessary to develop more as a good leader when you take time to reflect and inquire about the project, learn from others’ input, and make adjustments for the next leadership opportunity.

I feel we learn by doing and by reflection. As a lifelong learner, we continue to learn, make adjustments, reflecting critically as we go and then adapting to make us better leaders and administrators. It takes reflection, practice, and continuous learning and adaption to make us successful and the best that we can be.

**References**

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